“Amazing Peace” an exploration of poetry and language

I. HEADING

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English for Academic Purposes

College Preparatory

50 minutes

# II. RATIONALE AND BACKGROUND

The English for Academic Purposes course is specifically designed to help students bridge the gap between their current English writing skills and those that will be needed for success at the Composition I level. Teaching these skills involves much more than targeted grammar instruction. Students must also learn genre specific vocabulary and accepted written discourse structures expected in the standard U.S. classroom. The overall goal of this unit on poetry is to enable learners to understand content-specific vocabulary and thinking processes related to this genre. In addition, students will use derivational suffixes to help increase overall academic vocabulary which will be beneficial to beginning and intermediate learners in all subject areas. Students will learn about American culture by specifically by studying a famous American poet, Maya Angelou. Interest in the topic will be garnered as students make connections between U.S. culture and their native cultures while exploring the global and personal concept of “peace.” Finally, students will demonstrate their gains in English by creating personal poems, in English, using their knowledge of poetry and strategies for expanding vocabulary.

**III. LESSON OBJECTIVES: Day 1**

**Language Objective:**

After teaching their definitions, students will be able to use text-related vocabulary in context to demonstrate in-depth understanding of the written text by accurately responding to comprehension questions with well-developed answers of three sentences or more. (Intermediate proficiency)

After teaching their definitions, students will be able to use text-related vocabulary in context to demonstrate basic understanding of the written text by accurately responding to comprehension questions in written form with basic answers of one sentence or more. (Beginning proficiency)

**Content Objective:**

After discussing basic vocabulary related to English poetry and listening to the poet recite the poem aloud, TLW correctly identify the following elements (stanza, rhythm, form, and accent) in the poem “Amazing Peace” by writing answers to questions related to these topics individually, discussing these answers in small groups, and presenting a group paper to the instructor for evaluation.

**Social Objective:**

After instruction and modeling lead-ins for writing responses to academic questions, TLW accurately structure two to three sentence responses to questions over the structure and content of the poem “Amazing Peace.” (Intermediate proficiency)

After instruction and modeling lead-ins for writing responses to academic questions, TLS accurately structure one sentence responses to questions over the structure and content of the poem “Amazing Peace.” (Beginning proficiency)

IV. LIST OF RESOURCES

<http://www.lextutor.ca/concordancers/>

<http://www.bing.com/videos/watch/video/maya-angelou-recites-her-christmas-poem/61cvycc>

<http://worldunderstandingandpeace.com/2007/09/03/great-poem-on-peace-amazing-peace-by-maya-angelou/>

<http://www.xmission.com/~ladyslvr/wlk/suffixes.htm>

<http://www.poetry-online.org/poetry-terms.htm>

Vocabulary List-“Amazing Peace”

Comprehension Questions-“Amazing Peace”

Vocabulary chart

**V. CURRICULUM ANALYSIS** (concepts) **AND LINGUISTIC ANALYSIS**

1. Language functions: Vocabulary expansion as a means to write and understand poetry. Academic language as a means to express opinions regarding literature.
2. Language structures: Basic sentence structures with linking verbs, modified language used in poetry, present tense for narration.
3. Language skills: Basic sentence construction using present tense transitive and intransitive verbs.
4. Vocabulary: See attached vocabulary lists.

# VI. PROCEDURES

# A. Introduction and Motivation

Begin by reciting this short poem:

Roses are red,

Violets are blue,

It’s way too early,

But I’m glad to see you.

Ask a general question if students know what type of writing this would be considered.

Once a student responds, poetry or poem, write the word on the board.

Then ask students to work with a partner to make a list of things they already know about poetry.

Make a class list on the board based on team lists.

Ask students if they like poetry. Choose an intermediate level student first. Ask him or her specifically if he or she likes poetry; why or why not; and to tell you who his or her favorite poet is in his/her culture. (If he or she has no favorite, ask who the most famous poet is in his/her culture.) Once a couple of intermediate students have modeled the structure, ask beginning students to answer the same questions—in simplified form if necessary.

# B. Lesson Body

* Present the first exposure of poetry vocabulary using the PowerPoint presentation.
* Demonstrate and expand on concepts with illustrations or acting as necessary.
* Provide students with copies of the poem “Amazing Peace.”
* Present a short biography of Maya Angelou.
* Review the “Amazing Peace” vocabulary list asking to students to define words—expanding on student definitions.
* Read the poem aloud while students follow along.
* Reinforce the poetry vocabulary terms: Tell students to pay attention to these structures as they listen to Maya Angelou read the poem again.
* Show the video clip of Maya Angelou talking about and then reading the poem.
* After the video, pass out the ‘Amazing Peace” comprehension questions.
* Model the structure for answering academic questions, by answering the first question on the board. Ask intermediate students to model additional structures. Write those on the board.
* Give students 15-20 minutes to work independently to answer the questions.
* Combine students into groups of three (vary groups based on student ability level, pair beginning and intermediate students with the same native language, if possible).
* Provide each group with a blank set of comprehension questions.
* Ask each group to create a “final draft” of their questions to submit for evaluation.

**C. Lesson Closure**

Briefly discuss the comprehension questions as a class and then focus on the concept of “peace” as used in the poem. Have students reflect on whether or not they agree with Angelou’s definition of peace and how they see this concept affecting the world.

**Homework:** Create something (a sentence, a picture, a photo, a poem, etc) that represents your personal definition of peace.

# VII. EVALUATION

# A. Student Assessment

Student understanding of the poem “Amazing Peace” and poetry vocabulary will be informally assessed through observation of participation in class activities and formally assessed based on the accuracy of responses provided for the comprehension questions.